

English Self-Guided Placement

SELF GUIDED PLACEMENT				
Criteria	Course Placement	Unit value	Co-Requisite	Total Units
<ul style="list-style-type: none"> EAP Exam (Proficient) ERW (pass-C) AP English- C or above Honors English-C or above HS GPA 2.6 + 	English 200-College Composition This course will fulfill the requirements of the first semester of freshman composition at the university level. All sections are both writing and reading intensive. Topics covered include thesis development and support, writing essays using various rhetorical modes, close reading, and completion of a thorough, properly cited research paper.	3	Writing Lab English 60/160/560 lab required , option 0, .5 or 1 unit	3-4
HS GPA 1.9-2.5	English 200- College Composition This course will fulfill the requirements of the first semester of freshman composition at the university level. All sections are both writing and reading intensive. Topics covered include thesis development and support, writing essays using various rhetorical modes, close reading, and completion of a thorough, properly cited research paper.	3	English 65 2-unit This course incorporates and contextualizes reading and writing strategies aligned to English 200 coursework. Students will read and comprehend sophisticated texts and respond to diverse ideas and perspectives through writing expository and/or persuasive compositions. English 60/160/560 lab required, option 0, .5 or 1 unit	5-6
1.9 or below	English 85 Advanced Preparation for College Composition This course will prepare students for transfer-level college writing in an in-depth format. Students will read and analyze professional essays, write essays with an emphasis on exposition and critical thinking, and access student services.	4	English 60/160/560 lab required option 0, .5 or 1 unit	4-5

Criteria	ESL Course Placement	Unit value
<ul style="list-style-type: none"> You were born outside the US, completed four years of HS in the US, but still feel you are struggling with English grammar in your writing. OR <ul style="list-style-type: none"> You completed the Mendocino College ESL Certificate OR <ul style="list-style-type: none"> You were born in the US, speak a language other than English at home, and did not complete four years of HS in the US. OR <ul style="list-style-type: none"> You are an International Student 	ESL 13 Reading and Writing for Multilingual students This course will prepare multilingual students for ENG 85 coursework. This course focuses on the development of engaged reading, critical thinking, and the development of writing skills through participation in the academic writing process. This course will focus on common challenges and themes with particular relevance for multilingual writers, with specific focus on 2nd language acquisition and the brain, language and society, and grammatical error patterns which may interfere with meaning.	5
The following can be addressed through Questionnaire #1 and #2 self-assessment (see below). <ul style="list-style-type: none"> Students who did not complete high school Students who took the GED/high school equivalency Students whose high school GPA is unknown Students who graduated more than 10 years ago Home School students International Students Late Arrival immigrant students 		

Questionnaire #1 for Multilingual Students		
If English is not the language spoken in your home, please answer the following:	Yes	No
Have you lived in the US for less than 5 years?		
Have you completed less than 4 years of HS in the US?		
Has it been 5 or more years since you've taken an English class?		
Do you feel that you still struggle with English grammar when you write?		
If you answered yes to <u>any</u> of the questions above = potential placement into ESL 13		
If you answered yes to <u>more than one</u> of the questions above = potential placement in other ESL classes		

Questionnaire #2 What do you do when you read and write?					
Read each of the descriptions below. Rate your answer and mark the box that applies to you.					
	I always do this 4	I often do this 3	I have tried this 2	I don't do this 1	
I apply different reading strategies to interact with and understand what I read. This might include looking up new words, note taking on or off the page, or journaling.					
If I am reading more than one text about a topic, I can take and argue my own position.					
I can respond to an author's written argument or point with examples from my personal experience.					
When I am writing a longer paper, I use pre-writing strategies (lists, brainstorming, outlining) and will write multiple drafts before I am done.					
I can edit and proofread my writing for clarity and grammatical correctness.					
I use a variety of longer and shorter sentences in my writing.					
Add the scores from each column in each box, then add the column totals in the last box.	Total this column	Total this column	Total this column	Total this column	Total ALL

Score results and recommendation

18- 24 = Potential enrollment in **English 200**

12-17 = Potential enrollment in **English 200** and **English 65**

6-16 = Potential enrollment in **English 85**

0-6 = Potential enrollment in **English 85** or **ESL 13**